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ABSTRACT

An overview of The Body Shop wellness program at Eastern Washington University provides information on enrollment figures, demographic data, physiological improvements, and the results of a survey of participants' attitudes toward and perceptions of the program. The Body Shop serves the university as a fitness center and also as a wellness resource center and community outreach program. Following the overview is a proposal to the administration of the University for the establishment of the Northwest Wellness Institute. The administrative model is outlined and a mission statement describes the six dimensions of wellness upon which the program is based: (1) intellectual; (2) physical; (3) emotional; (4) social; (5) occupational; and (6) spiritual. Appendices provide further information on selected features and benefits of the program. A bibliography is included. (JD)

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EASTERN

EASTERN WASHINGTON UNIVERSITY

JUSTIFYING AND DEVELOPING A COMPREHENSIVE WELLNESS - FITNESS INSTITUTE ON A UNIVERSITY CAMPUS

The proposal made to a Northwestern regional university

A Monograph by

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PREFACE

Hello and welcome to the first monograph published by The Body Shop Wellness - Fitness Center at Eastern Washington University. This monograph gives you a brief history as to how our program has progressed since its inception in the Fall of 1987; however, the primary objective of "Justifying and developing a comprehensive wellness - fitness institute on a university campus" is to share with other professionals some thoughts on not just what has been accomplished, but what still needs to be done to develop a "wellness environment" at Eastern Washington University. At the present time, our program is viewed by many as a "model program in the Pacific Northwest" and has been featured on 10 television programs, numerous journal articles, one book and been presented to various groups, including delegations from China, Japan, Russia, Costa Rica, colleges, universities, public schools, non-profit groups, military installations and businesses throughout the Northwest and Nation; yet much still needs to be accomplished, as you will soon see.

The following pages overview The Body Shop program and provide the enrollment figures, demographic data, physiological improvements and the results of a survey of participant's attitudes and perceptions of the program. Following those pages is our actual proposal to the administration of Eastern Washington University - including the proposed administrative model; program mission, goals and objectives; and much more for the establishment of the Northwest Wellness Institute. It should prove to be a useful resource for other health, fitness and wellness professionals in developing their own proposals.

It is my hope that this monograph gives others a plan from which to work from as they initiate their own wellness - fitness programs, be they in education, other service professions or businesses interested in providing wellness opportunities for their employees.

Best wishes and be well,

Brad Cardinal

Bradley J. Cardinal
Cheney, Washington

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THE BODY SHOP

Societal changes in the 70's and 80's began to focus on preventive rather than treatment-oriented health care (wellness care). In response to this, the School of Human Learning and Development through the (then) Department of Health, Physical Education and Athletics at Eastern Washington University developed a model wellness-fitness program in The Body Shop. The key figures in establishing this program were:

- Dr. Jerry Krause, former Department Chair who initiated the wellness movement at EWU
- Dr. William Katz, Dean of the School of Human Learning and Development
- Dr. Phillip Beukema, former Acting Vice Provost for Academic Affairs
- Dr. Alexander F. Shilt, former President
- Brad Cardinal, Director of The Body Shop since its inception

The Body Shop serves the University as not only a fitness center, but also as a wellness resource center and community outreach program.

The Body Shop's primary mission is to enhance the health, physical fitness, and well-being of all Eastern Washington University constituents (students, faculty, staff, and community members) regardless of size, shape, or skill level. The guidelines, basic principles, and structure are adaptable to other programs and may be used to evaluate other fitness centers, health clubs, or in the development of a personal workout program.

The Body Shop provides a variety of fitness and health-related services, in conjunction with the Human Movement Lab and the Department of Physical Education, Health and Recreation. These services include:

1. a fitness center which features modern conditioning equipment adaptable to everyone
2. fitness assessments (pre and post) which include assessment of aerobic capacity, body fat percent estimation, assessment of flexibility, muscular endurance, blood pressure, height, weight, and 12 different

assessments of strength

3. computerized analysis of fitness assessment results. These results establish an exercise prescription and provide status and progress reports, when the assessment is later repeated.
4. instruction and supervision by trained and qualified Fitness Instructors
5. health-related services such as informational seminars and consultation, brochures and pamphlets, a newsletter, and other wellness information materials
6. a referral system for the Human Movement Lab which focuses on more in-depth physiological assessment, health screenings, and individual exercise prescriptions
7. a wellness lounge area where people are invited to socialize and meet other health-seeking people
8. the development of grants and other health, fitness and wellness programs (in areas such as aquatics, outdoor fitness trails and instructional videotapes)

BODY SHOP FACT SHEET

ENROLLMENT FIGURES

Fall	'87	= 457
Wint.	'88	= 1,385
Spr.	'88	= 1,315
Summ.	'88	= 340
Fall	'88	= 1,247
Wint.	'89	= 1,278
Spr.	'89	= 1,219
Summ.	'89	= 357
Fall	'89	= 808
Wint	'90	= 1,089[1]
Total	**'87 - '90**	= 9,485

Collectively, between Fall 1987 and Winter 1990, over 272,052 individual workouts occurred in The Body Shop. In addition, 54 wellness seminars occurred with attendance ranging from 4 to over 250 people.

[1]DEMOGRAPHIC DATA

Age	<20	20-29	30-39	40-49	50-59	60-69	70>	Total
Males	63	150	34	30	19	7	1	312
Females	154	224	65	38	13	2	0	496
Total	217	382	99	68	32	9	1	808

FITNESS FACTS

The following figures are based on data accumulated quarterly from each individual's pre and post fitness assessments. These figures take into account **all** participants and their various individual factors (i.e. number of visits made, age, handicap, and gender)[2].

Variable	**Quarter**								
	F87	W88	S88	Su88	F88	W89	S89	Su89	F89
Str.	+16%	+10%	+7%	+ 8%	+18%	+ 7%	+ 5%	+10%	+ 5%
Wt.	0	-.5%	0	-.5%	0	0	-.5%	+ 1%	+ 3%
Fat%	- 7%	- 2%	-7%	- 1%	+ 1%	- 8%	- 5%	- 4%	- 6%
Gir.	- 1%	- 2%	-1%	-.5%	+ 2%	-.6%	+ 1%	+ 8%	-.5%
Rs.Pu.	- 4%	- 4%	-3%	- 9%	- 1%	- 5%	+ 1%	- 1%	- 3%
S.B.P.	+ 2%	- 1%	-3%	+ 2%	+ 7%	- 4%	- 4%	- 6%	- 1%
D.B.P.	-14%	- 1%	-2%	-14%	- 1%	- 1%	+ 6%	- 5%	- 6%
Rc.Pu.	- 8%	- 5%	-4%	- 4%	- 3%	- 5%	- 3%	- 3%	-.5%
Flex.	0	+10%	+5%	+ 8%	+ 8%	+ 5%	+ 5%	+18%	+15%
Ms.En.	+25%	+14%	+8%	+13%	+ 8%	+ 9%	+ 5%	+12%	+ 3%

[2] Figures have been rounded.

PARTICIPANTS' ATTITUDES AND PERCEPTIONS SURVEY RESULTS
FALL QUARTER 1989

	Question	Response	N
1.	How often do you use The Body Shop? (ave. per week)		503
	A. 1 to 2 times	12.7%	64
	B. 3 to 4 times	67.6%	340
	C. 5 to 7 times	19.6%	99
2.	What time do you usually workout?		398
	A. 6:30 AM to 8:00 AM	9.0%	36
	B. 8:00 AM to 10:00 AM	7.2%	29
	C. 10:00 AM to 12:00 PM	13.0%	52
	D. 12:00 PM to 2:00 PM	10.3%	41
	2:00 PM to 3:00 PM	CLOSED FOR CLEANING	
	E. 3:00 PM to 5:00 PM	27.6%	110
	F. 5:00 PM to 7:00 PM	29.1%	116
	G. 7:00 PM to 8:30 PM	3.5%	14
3.	When working out would you prefer "aerobic music tapes" (various) or the radio (various stations)?		357
	A. Tapes	51.8%	185
	B. Radio	48.1%	172
4.	What is your preferred radio station?		357
	A. 91.1	0.5%	2
	B. 92.9	48.1%	172
	C. 93.7	8.6%	31
	D. 95	.2%	1
	E. 96.1	6.1%	22
	F. 98.1	15.4%	55
	G. 98.9	2.8%	10
	H. 99.9	8.4%	30
	I. 101.1	1.1%	4
	J. 104	1.4%	5
	K. 105.7 (106)	7.0%	25
5.	My overall attitudes, perceptions and feelings about The Body Shop are?		476
	A. Excellent	55.5%	264
	B. Above Average	37.6%	179
	C. Average	5.8%	28
	D. Below Average	.8%	4
	E. Unacceptable	.1%	1
6.	I plan on joining The Body Shop again?		485
	A. Yes	74.8%	363
	B. Undecided	21.0%	102
	C. No	4.1%	20

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The following individuals are recognized for their contributions and reviews of this monograph, as well as their efforts towards bringing wellness to Eastern Washington University:

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(Former President, Eastern Washington University)

Introduction

A wellness approach towards living can provide accessible avenues for individuals at Eastern Washington University (EWU) to explore preventative measures which will improve their health, fitness and over all well-being. Wellness focuses on all aspects of human development and self-responsibility for decisions that will improve the quality of one's life.

Phase I of the EWU Wellness - Fitness Program was accomplished in 1987 - 1988 when the then Health, Physical Education, and Athletic (HPEA) Department developed an education and evaluation based "high tech" physical fitness center (The Body Shop), weekly wellness seminars, and a wellness resource/information center. The acceptance of this concept and program was demonstrated by the overwhelming participation of over 9,000 persons (students, faculty, staff, and community members) in this embryo program during the first ten quarters of operation (Fall 1987 to Winter 1990). The program was developed with a

self-supporting financial structure and minimal financial support from the basic EWU budget.

Rationale for Continued Health and Wellness Program Expansion

The Physical Education, Health and Recreation (PEHR; formerly HPEA) Department continues to develop and draft plans for an expanded EWU Wellness - Fitness Program designed to benefit the whole person (intellectually, physically, emotionally, socially, occupationally, and spiritually). With Phase I completed and a base of support developed, the need to continue the momentum and advance into the second phase of the program is ripe.

During Phase I, it was determined that the college setting is one in which professional resources and excellent facilities should be able to target a receptive and participating population. The primary groups that make up this population (students, faculty, staff, and administrators) are often susceptible to poor health habits such as low fitness levels, substance abuse, lack of sleep, unsound nutrition,

and high stress levels, which is compounded by misinformation about health and fitness.

The focus of the EWU Wellness - Fitness Program would be directed toward the development of wellness knowledge, attitudes, and practices, as well as improvement of the overall university environment.

There are valid reasons for continued expansion of a wellness - fitness program (see also Table 1.1, Table 1.2 and Table 1.3). The most important reason is to develop, implement, and coordinate a comprehensive human developmental model which will enhance the quality of life at Eastern Washington University through various wellness activities selected by the participants. This program will directly address one of EWU's critical success factors related to student development which is, "Educational and preventative health services will be coordinated to promote student's physical and mental wellness." EWU has gone without such services for too long, according to a report by the Northwest Association of Schools and Colleges (NWASC). The

review panel from the NWASC reported that there was little to no campus health education taking place at EWU. The Surgeon General's report on Health Promotion and Disease Control (DHEW, 1979) lists a number of other reasons for wellness - fitness programs:

1. improved work performance and productivity
2. reduced absenteeism
3. increased longevity
4. improvements in the quality of life
5. a cost-effective approach to developing health promoting behaviors

Table 1.1: The 1990 National Health Objectives Fifteen Priority Areas

1. High blood pressure control
2. Family planning
3. Pregnancy and infant health
4. Immunization
5. Sexually transmitted diseases
6. Toxic agent control
7. Occupational safety and health
8. Accident prevention and injury control
9. Fluoridation and dental health
10. Surveillance and conrol of infectious diseases
11. Smoking and health
12. Misuse of alcohol and drugs
13. Nutrition
14. Physical fitness and exercise
15. Control of stress and violent behavior

Source note: Surgeon General of the United States, Healthy People (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1979).

Table 1.2: A Lack of Wellness Equals an Increased Loss of Time and Money for Businesses.

1. 500 million work days are lost per year to illness/disability.
2. Back problems account for 27% of all Workmen's Compensation claims.
3. Cardiovascular disease costs business 30 - 50 billion dollars per year.
4. Persons who abuse substances utilize two times as many sick days as those who do not.
5. Drug abuse is a 26 -30 billion dollar per year problem. In addition, people who abuse drugs file five times more Workmen's Compensation claims, use three times more medical benefits, and have three and one-half times more on-the-job accidents as those who do not.
6. Pain, associated with various causes including: headache, backache, muscle, joint, stomach, premenstrual, menstrual, and dental, results in 550 million lost work days per year (pain and stress go hand in hand). In addition, and rather ironic, is the fact that all kinds of pain, except joint pain, is experienced by those aged 18 - 24 years (joint pain is experienced most often by those aged 65 and older).

Source note: Bristol-Myers Company (1987). Guide to Consumer Product Information 10th Anniversary Issue. Bristol-Myers Company, New York and Mark Tager, M.D. Working Well (videotape). Great Performances, Inc., Chicago.

Table 1.3: Applying National Statistics to a Company which Employs 1,000 people.

	Problem	# of Persons Involved
1.	Substance abuse	100 - 150
2.	Women at high risk for breast cancer	1 in 12
3.	Underexercised	500
4.	Overfat	200 - 250
5.	High blood pressure	160 - 250
6.	Don't wear seat belts	860
7.	Smoke cigarettes	290
8.	Have low back problems	300

Source note: Mark Tager, M.D. Working Well (videotape), Great Performances, Inc., Chicago.

The EWU Wellness - Fitness Program (Phase II)

Phase II of the EWU wellness - fitness program will focus on the development of a mission statement, specific program goals and objectives, identification of existing programs and resources on and off campus, and the development of a Northwest Wellness Institute (NWI). An administrative model will be proposed for adoption which will allow the program to continue as a permanent part of Eastern Washington University's programs and services.

MISSION STATEMENT

The mission of the Eastern Washington University Wellness - Fitness Program is to provide a wellness environment that optimizes all aspects of human development and self-responsibility for all constituents of the university community. Wellness is a personal choice which focuses on individuals striving for an improved quality of life through optimal functioning and creative adapting in all aspects of their life including cognitive,

psychomotor/physical, and affective domains. This total approach encourages a healthy lifestyle and enhances each individual's ability to approach Juvenal's ideal of **mens sana in corpore sano** - a sound mind in a sound body. The six dimensions of wellness have been identified as: intellectual, physical, emotional, social, occupational, spiritual. The EWU Wellness - Fitness Program is operated through the Department of Physical Education, Health and Recreation's Northwest Wellness Institute (NWI).

The purpose of the NWI is to provide a comprehensive, coordinated, all encompassing center for the university through which each of the six dimensions of wellness are enhanced. In addition, the NWI provides services throughout different levels of implementation in which the six dimensions of wellness are promoted, conducted, and performed. The NWI coordinates and enhances already existing campus programs which focus on excellence through teaching, research, and service.

The Six Dimensions of Wellness

Intellectual Wellness focuses on creative and stimulating mental activities. Inherent in this dimension is the development of comprehensive communication skills and the acquisition of a self-directed learning habit. This dimension promotes professional competence, as well as an appreciation for the complexities of the universe.

Physical Wellness involves the mind body link and includes recognition of the benefits of regular exercise, proper nutrition, balanced-moderate living habits, as well as the potential dangers of substance abuse and other negative living habits. A basic premise of this dimension is that improvements in one's physical state of being, such as enhanced cardiorespiratory capacity, muscular strength, muscular endurance, flexibility and reduced body fat composition, tends to serve as a catalyst for other lifestyle improvements such as improved nutrition and smoking cessation. This dimension also encourages one to develop self-care priorities and to

regularly monitor the health-related components of physical fitness and wellness.

Emotional Wellness involves an awareness and acceptance of personal feelings while being responsive to the emotional states of others. Basic to this approach is the ability to learn from the past, live in the present, and plan for the future. This includes an emphasis upon personal limitations, self-acceptance, stress management skills, satisfying personal relationships, and factors which are controllable.

Social Wellness involves contributing to the common welfare of one's community. Development in this dimension balances personal needs with the needs of others. Socially healthy people strive for harmony and stimulation in their relationships. Emphasis is placed on interdependence with others and with nature. Included in this dimension are family, community relationships, and environmental sensitivity.

Occupational Wellness is the satisfaction and enrichment one obtains from work, vocation or profession. Development in this area is directed toward discovering and maintaining a balance between personal, social, and professional aspects of being. The ability to assess personal strengths and skills is the basis for intelligent occupational choices. Occupational wellness focuses upon expression of personal values through work and other activities which are rewarding to the individual and valuable to the community.

Spiritual Wellness is seeking meaning and purpose for life through which a system of internalized values, beliefs, and attitudes are formed.

Goals and Objectives of the Northwest Wellness Institute

The Department of Physical Education, Health and Recreation's Northwest Wellness Institute is the operating base for Eastern Washington University's wellness - fitness programs. The program goals and objectives are as follows:

1. Create an awareness of the six dimensions of wellness. This will be accomplished through:
   - A. Wellness Proposal
     1. acceptance of the wellness proposal and its various components (mission statement, goals, objectives, administrative model) by the Board of Trustees of Eastern Washington University.
   - B. Northwest Wellness Institute (NWI)
     1. coordinate wellness activities through the Northwest Wellness Institute.
     2. establish a Presidential level Wellness Advisory Committee (WAC).

3. establish a Wellness Working Committee (WWC) through the Department of Physical Education, Health and Recreation.
4. Serve as a referral center for other university and community wellness resources.

C. Wellness Seminars

1. expanding the currently offered wellness seminars to include more diverse times and locations.
2. incorporating one wellness presentation of national scope per quarter through the cultural events committee.
3. evaluating and summarizing attendance records and seminar feedback.
4. provide outreach seminars to special interest groups including faculty, staff, and interested others as demand and/or need arise and resources allow.

5. establish a consortial relationship with wellness agencies throughout the community, school systems, and medical professions.

D. Lifestyle Assessment Questionnaire (LAQ)

1. as part of the initial advising process, students would be required to complete a lifestyle assessment questionnaire which evaluates behaviors and suggests alternative lifestyle choices for identified problem areas.
2. during on campus visits, such as freshman advising (summer quarter), the first weekend of school, and parents weekend, the lifestyle assessment questionnaire could be administered to the students' family.
3. utilized by others as the need, demand, and resources allow.

E. Wellness News

1. expand the currently offered Wellness Newsletter and make it available to students, faculty, staff, and interested others through
   a. intercampus mail
   b. establishment of Wellness Information distribution sites located in each building on the EWU campus (Cheney and Spokane).
2. establish a regular wellness column in the
   a. Eastern Weekly (faculty and staff newsletter)
   b. Easterner (student newspaper)
   c. Cheney Free Press (Community Newspaper)
   d. EWU Wellness Newsletter monthly cover page
3. Other visual media

F. Wellness Packets

1. create a series of wellness packets which contain specific brochures, articles, and information from various organizations and individuals. These packets will address specific topics such as: smoking cessation, stress management, blood pressure, cholesterol, lifestyle, heart health, second-hand smoke, fitness and exercise, nutrition, healthy eating (recipes), back care, local exercise trails and opportunities, and safety.

G. Wellness Tips

2. Foster an <u>environment</u> which stimulates and supports healthy lifestyle choices. This will be accomplished through:

A. Campus Evaluation

1. identify areas of campus which are negative influences on a wellness environment.

B. Fostering a Wellness Environment

1. either improve or create a wellness atmosphere across campus by offering healthy lifestyle alternatives where un-healthy lifestyle alternatives presently exist.

C. Wellness Incentive Plan

1. develop a wellness incentive plan for faculty and staff as part of the employee benefits plan.
2. develop a wellness incentive plan for students and their spouses through student services and student life.

3. Identify and coordinate university resources that relate to wellness. This will be accomplished through:

A. Campus Evaluation

1. identify areas which are currently offering wellness related courses and programs.
2. identify individuals who are interested in being involved in the wellness program

a. designate members of the WAC

b. designate members of the WWC

c. designate dimension coordinators

d. designate contact persons

B. Community Evaluation

1. identify groups interested in being involved in the wellness program (especially medical and legal professionals).

C. Foster a Wellness Environment

1. coordinate and advertise programs and courses which are related to wellness.

D. Compile a Wellness Resource Publication List

E. Wellness Institute

1. develop a centrally located wellness resource center on the Eastern Washington University campus.

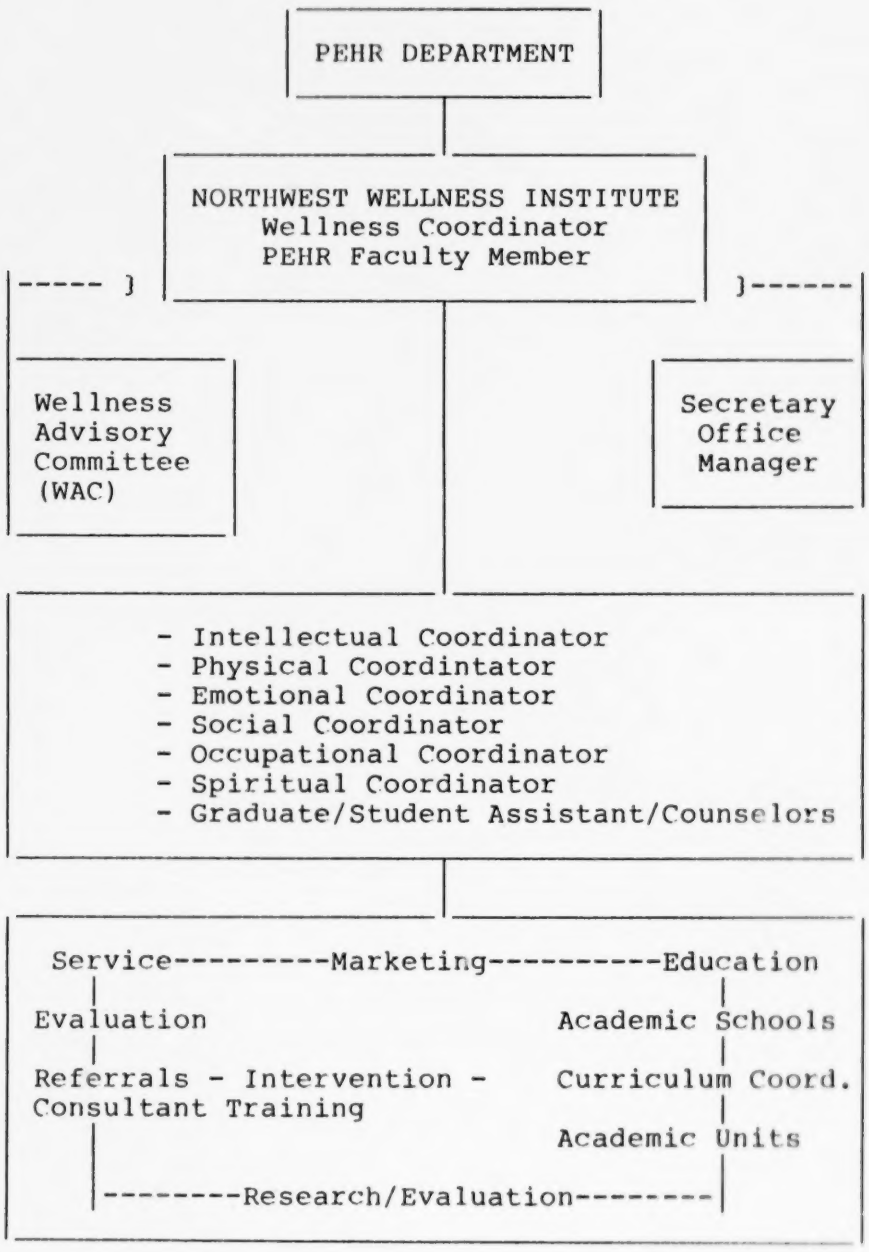
a. establish a wellness hotline

2. establish a satellite center in The Body Shop Wellness - Fitness Center.

4. Develop, coordinate, and provide educational materials and programs which address the key issues of the wellness dimension. This will be accomplished through the:
   A. Northwest Wellness Institute
   B. Wellness Seminars
   C. Wellness Newsletter
   D. Wellness Packets
   E. Wellness Tips
   F. Lifestyle Assessment Questionnaire
   G. Human Movement Laboratory
   H. The Body Shop Wellness - Fitness Center
   I. Wellness Information Distribution Sites
   J. Wellness News column which would appear in various media.
   K. General University Requirements (GUR)
      1. create a GUR wellness package of courses
      2. develop internship experiences for undergraduate and graduate students.
      3. develop research and laboratory experiences for undergraduate and graduate students.

5. Provide continuous research and evaluation of the EWU wellness program and the six dimensions of wellness. This will be accomplished through:
   A. continuous evaluation of needs and interests of recipients (participants) and non-participants.
   B. evaluate cost-effectiveness of the program.
   C. documentation of all programs.

APPENDIX A
ADMINISTRATIVE MODEL



APPENDIX B
Copy of the "Executive Summary" Memorandum Sent Out with Wellness Proposal to Key University Administrators and Student Group Leaders

To:

From: Bradley J. Cardinal, Director of The Body Shop and Assistant Professor of Physical Education, Health and Recreation

Date:

Attached please find a comprehensive and detailed proposal titled, "A Wellness - Fitness Program Proposal for Eastern Washington University" prepared by myself and Dr. Jerry Krause, Chair and Professor in the Health, Physical Education, and Athletic Department. The proposal is the result of over three years worth of research and investigation and has been written and re-written over the past eight months. The proposal has been reviewed and approved by the Health, Physical Education, and Athletic Departments' Wellness Committee and been reviewed and edited by the Dean of the School of Human Learning and Development, and Professors and Administrators from Washington State University.

The purpose of the proposal is to provide, in detail, a plan of implementation for a comprehensive wellness program by expanding the current fitness - wellness program. The proposal outlines specific objectives and expected outcomes of a comprehensive health, fitness and wellness program at Eastern Washington University. Programs such as the one being described, have been successful and well received by students, faculty, staff, and administrators on other college and university campuses across the country. In fact, student wellness programs and employees assistance programs (EAP's) are evident in leading colleges and universities where a premium is placed on human development.

This proposal specifically addresses many of Eastern Washington University's current needs including improved moral amongst students and faculty, coordination of preventative health services, on campus health education programs, university cost containment and savings, and improving the quality of life for all Eastern Washington University constituents.

APPENDIX C
Highlighted Features and Benefits of a Wellness - Fitness Program

Students

- internship experiences
- work-study employment
- leadership development (serve on Student Wellness Advocacy Team - S.W.A.T.)
- graduate assistantships
- recognition (student of the month/year)
- scholarship awards

General

- opportunity to develop physical fitness
- wellness assessment analysis
- health risk appraisal
- central source for wellness information (resource center)
- in-depth physical fitness assessments
- coordination of events
- increased awareness
- improved environment
- positive choices
- newsletter
- calender
- seminars
- health fair/wellness week
- counseling
- wellness library (videotapes, audiotapes, written materials)
- referral program
- recognition/incentives

Individual and Group Programs

- stress management
- weight management
- smoking cessation
- chronic diseases
- philosophy
- relaxation
- nutrition
- substance abuse
- physical fitness
- spirituality
- low back
- yoga

- career planning
- self-esteem
- environmental health and safety
- cardiopulmonary resuscitation (CPR)

Screenings and Services

- cholesterol
- blood pressure
- fitness center
- urine
- vision
- hearing
- pulmonary function
- nutritional
- Life style assessment (LAQ) questionnaire
- Human Performance Laboratory

APPENDIX D
Various Levels for
Implementing Wellness Programs/Activities

Low Level Implementation Activities

1. Posters
2. Literature
3. Paycheck inserts

Medium Level Implementation Activities

1. Establish screening programs
2. Referral and follow-up
3. Presentations/Speakers
4. Self-help kits
5. Policy development
6. Exercise instruction

High Level Implementation Activities

1. Continuing education
2. Monitoring
3. Consulting
4. Conduct classes
5. Create a supportive - healthy environment
6. Certification programs (i.e. C.P.R. programs)

APPENDIX E
Lifestyle Change Processes

The Four Stages of Lifestyle Change

1. Recognize the need for (consider) change
2. Choose to (attempt) change
3. Achieve success in changing
4. Maintain the lifestyle improvement

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